DSA Stage: ***Syllable Juncture***

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| Sort # | Feature | Discovery | Resources |
| 1 | SJ-Additional-Compound Words | **Some words are made of two whole words and are called compound words. The word parts in compound words often help you think about the meaning.** Spellings may not look correct, but are correct because the spelling contains the meaning. | MOW pg. 23 |

DSA Stage: ***Syllable Juncture***: Doubling with –ing or -ed

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| Sort # | Feature | Discovery | Resources |
| 2 | K | **Base words with the VCC and VVC pattern there is no change when you add –*ing* to show present tense.****Base words with VCe patterns you need to drop the final e and add –*ing* to show present tense.** | Mindful of Words p. 26 and 27Sort p. 34 |
| 3 | K | **Base words with the VCC and VVC patterns there is no change when you add -*ed* to make the word past tense****Base words with VCe patterns you need to drop the e and add -*ed* to make the word past tense.**Oddballs: Some words form the past tense in irregular ways. | Mindful of Words p. 27 and 28Sort p. 35 |
| 4 | K | Base words with the VCC and VVC pattern there is no change when you add –*ing* to show present tense.Base words with VCe patterns you need to drop the final e and add –*ing* to show present tense.**Base word with CVC patterns you double the final consonant before adding the –*ing*** **to show present tense.** | Mindful of Words p. 28 and 29Sort p. 36 |
| 5 | K | Base words with the VCC and VVC pattern there is no change when you add -*ed* to make the word past tense.Base words with VCe patterns you need to drop the e and add either -ed to make the word past tense.**Base word with CVC patterns you double the final consonant before adding the –ed to make the word past tense.** | Mindful of Words p. 29 and 30Sort p. 37 |
| 6 | K | **R-Controlled vowels follow the same principals when adding –ed to make past or present tense.**Base words with the VCC and VVC pattern there is no change when you add -*ed* to make the word past tense with r-controlled vowels.Base words with VCe patterns you need to drop the e and add either -*ed* to make the word past tense with r-controlled vowels.Base word with CVC patterns you double the final consonant before adding the -ed to make the word past tense with r-controlled vowels. | Mindful of Words p. 31 and 32Sort p. 38 |
| 7 | K | **Review Principles:**Base words with the VCC and VVC pattern there is no change when you add –ing (to make present tense) and –ed (to make past tense) .Base words with VCe patterns you need to drop the e and add either –ing (to make present tense) and –ed (to make past tense) .Base word with CVC patterns you double the final consonant before adding the –ing (to make present tense) and –ed (to make past tense) . | Mindful of Words p.32 and 33Sort p. 39 |

DSA Stage: ***Syllable Juncture*** -Plurals, Comparative & Superlatives

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| Sort # | Feature | Discovery | Resources |
| 8 | Plurals with –s and –es | **Plural means more than one.****Add -s to some words to make them plural.****Add -*es* to words that end with x, ch, sh, s, ss, tch, and z to make them plural.** | Mindful of WordsPages 40-41 & 43 |
| 9 | More plurals | **Add s to words that end in a vowel and y to make them plural like turkeys.****Change the *y* to *i* and add *es* to words that end in a consonant and *y* to make them plural like cities.****Base words with final –f or –fe often change to -v or --ve before –s is added to make the plural like in the word life and lives.**Oddballs:Some words have irregular plural forms, and some words use the same spelling for both plural and singular forms, as in deer and goose and geese. | Mindful of WordsPages 41-42 & 44 |
| 10 | Adding –er and –est to words with no change, e-drop, double, and change y to i | Review doubling/no change principles.**Add –er to the base word when comparing two things. Add –est to words when comparing three or more things and we are saying it is superior to all others.*****Teach comparative & superlative.*** | Mindful of WordsPages 45-47 |

DSA Stage: ***Syllable Juncture*** Other Syllable Juncture Doubling

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| Sort # | Feature | Discovery | Resources |
| 11 | L | **When a syllable ends in a vowel, the vowel is usually long and the syllable is open in the VCV pattern words like diner [di-ner].****When a syllable ends with a vowel and at least one consonant, the vowel sound is usually short and the syllable is closed in the VCCV pattern words like dinner [din-ner].** | Mindful of WordsPages 48-49 & 57 |
| 12 | L | **The consonants in a closed VCCV pattern across syllables can be the same or different, as in contest and funny. Divide into syllables between the consonants.**Limit is an oddball because both syllables are closed/short, but there is one consonant between the two syllables. | Mindful of WordsPages 48 and 51 & 58 |
| 13 | L | When a syllable ends in a vowel, the vowel is usually long and the syllable is open in the VCV pattern words like diner [fa-mous].The consonants in a closed VCCV pattern across syllables can be the same or different, as in contest and funny. Divide into syllables between the consonants.**Two vowels together are not always a team; sometimes the vowels are situated across syllable boundaries, creating a VV pattern but with the syllable division between them, as in poet.** | Mindful of WordsPages 48 and 52 & 59 |
| 14 | L | Review previous discoveries for VCV, VCCV and doublet. Sometimes consonants that occur at the juncture of syllables forms a team; sometimes vowels act as a team as well. Knowing the syllable rules for open/closed can help know where the word breaks for spelling, pronunciation, and/or meaning.**When dividing words with three or more consonants at the juncture look for blends or digraphs.**Discussion regarding oddball words not belonging. | Mindful of WordsPages 48 and 53 & 60 |
| 15 | L | Review previous discoveries for VCV open, VCCV Doublet, VCCV Different**The VCV syllable pattern can be long or short. If syllable ends in long vowel sound, the consonant that follows will not be doubled when they write the word.****If the syllable is closed and the vowel is short it may or may not be doubled (rabbit/habit).****In words with a VCV pattern at the syllable juncture, it is best to consider the syllable open and the vowel sound long and then try identifying it. If that** approach does not produce a recognizable word, the syllable should be considered closed, and a short vowel sound applied. | Mindful of WordsPages 48 and 55 & 61 |

DSA Stage: ***Syllable Juncture*** Vowels in Stressed Syllables

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| Sort # | Feature | Discovery | Resources |
| INTRO | M-O | **\*Essential Understanding for all subsequent sorts at this stage – not needed for a written discovery, but essential for students to understand and build on.**Vowel pattern s in the stressed syllable are easier to spell than those in the unstressed syllable because sound provides a clue to the pattern.Work with the stressed syllable can help when approaching unfamiliar words in their reading. If pronouncing a word one way does not lead to a known word, shift the stress to another syllable and try alternative pronunciations. | Page 62-64 |
| 16 | M | Long and short *a* in stressed syllables. Hearing a long vowel sound can help identify the stressed syllable.A particular vowel pattern can be stressed in the first syllable or second syllable (and some not at all other words like *chocolate*) **The vowel is usually long in the stressed syllable.** **Three common long *a* patterns found in stressed syllables are *aCe*, *ai*, and open *a*.** | Mindful of Words Pages 62, 65-67 & 78 |
| 17 | M | Long and short *e* in stressed syllables. The vowel is usually long in the stressed syllable. **Three common long *e* patterns found un stressed syllables are *eCe, ee*, and open *e*.**Although very few one syllable words have the eCe pattern, this is found in the second syllable of numerous polysyllabic words.  | Mindful of Words Pages 62, 68-69 & 79 |
| 18 | M | Long and short *e* in stressed syllables. **In the stressed syllable the *ea* pattern can produce either a long or short e sound.** **Sometimes *ie* works as a team and sometimes the letters are in separate syllables (oddball).****The sound /v/ at the end of a word is spelled *ve* as in achieve.** | Mindful of Words Pages 62, 70-71 & 80 |
| 19 | M | Long and short *i* in stressed syllables. **Three common ways to spell long i in polysyllabic words are *iCe*, *igh*, and open *i*.** ***iCe* doesn’t always make a long wound, the sound depends on whether or not the syllable is stressed (*excite* versus *justice*).** | Mindful of Words Pages 72-73 & 81 |
| 20 | M | More long and short *i* in stressed syllables. ***Y* sometimes acts as a vowel and its sound can be long or short.** **When *Y* occurs at the end of a syllable it creates an open syllable and has a long vowel sound. *Y* can also make a long e sound.** | Mindful of Words Pages 73-74 & 82  |
| 21 | M | Long and short *o* in stressed syllables.**Common long *o* patterns in accented syllables include *oCe*, *ow*, and open *o*. *Oa* and *oCC* are 2 more long o patterns.** | Mindful of Words  Pages 75-76 &83 |
| 22 | M | Long and short *u* in stressed syllables. **Three patterns that produce the long *u* sound are *uCe*, *oo*, and open u. *VCV* pattern with *u* can be long or short.** | Mindful of Words Pages 76-77 & 84 |

DSA Stage: ***Syllable Juncture*** R-Controlled Vowel Patterns in Stressed Syllables

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| Sort # | Feature | Discovery | Resources |
|  |  | Remember to review the stress syllable and how it helps you to know/hear the sound for spelling (See intro of feature M) | Page 62 and 1st part of page 85 |
| 23 | N (R-Controlled vowel patterns in stressed syllables) | **Words with the *Vre* pattern have a long vowel pattern with an r-influenced vowel, as in *explore* compared to *explode*.****There are often multiple ways to spell a particular *r*-controlled vowel, as in *barely, terrible*, and *therefore*.** | Mindful of Words Pages 85-86 & 90 |
| 24 | R-Controlled *o* in stressed syllables | **R-controlled vowels with long and short *o* patterns make the same sound, as do the *or*, *ore*, *orr*, and *our* patterns of this sort, as in the words *order*, *ignore*, *sorry* and *resource*.****W nearly always influences the sound of *or*, as in *worry* and *worthless*.** | Mindful of Words Pages 86-87 & 91 |
| 25 | R-controlled *a* in stressed syllables | **There are different ways to spell the *ar* sound, as in *ar*, *air*, *are*, *arr*, as in *prepare*, *fairly* and *carry*.****The *ar* sound sounds like the *arrrr* sound a pirate makes.** | Mindful of Words Pages 87-88 & 92 |
| 26 | R- controlled *ur* in stressed syllables | **There are three different ways to spell the *ur* sound, as in *dirty*, *person*, and *further*.****In stressed syllables the /ûr/ sound is usually spelled with *er*, ir, or *ur*.** | Mindful of Words Pages 88-89 & 93 |
| 27 | R- controlled *e* in stressed syllables | **The *ear* pattern can be pronounced with a short as well as a long r-influenced vowel sound, as in *earning* vs. *clearing*.****There are different ways to spell /îr/, including the common *ear*, *ere*, and *ear*.** | Mindful of Words Pages 89 & 94 |

DSA Stage: ***Syllable Juncture*** Abstract Vowel Patterns in Stressed Syllables

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| Sort # | Feature | Discovery | Resources |
| 28 | N | **The *oi* and *oy* are used to spell the /oi/ sound. *Oy* is usually found at the end of a syllable like employ and loyal.****The *ou* and *ow* are used to spell the /ou/ sound. *Ow* is usually used at the end of a syllable as in power and allow.****The *ou* and *ow* can be pronounced in many ways. If one doesn’t sound correct try another.**  | Mindful of Words p. 95Sort p. 98 |
| 29 | N | **There are multiple ways of spelling the /ô/ sound, including *au*, *aw*, and *al* as in *laundry*, *awful*, and *also*. *Aw* is usually at the end of a syllable.** | Mindful of Words p. 96 Sort p. 99 |

DSA Stage: ***Syllable Juncture*** Unstressed Syllables

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| Sort # | Feature | Discovery | Resources |
|  | INTRO | Intro Schwa Lesson may be helpful**\*Important for all subsequent sorts:****Vowel patterns in the unstressed syllables are more difficult to spell, because there are many patterns for the schwa sound.** | On Curriculum Website |
| 30 | O | **In words with the –*ace* unstressed final syllable, the a makes a schwa sound like surface.** **In words with the –age unstressed final syllable, the a makes a schwa sound like manage.** **In words with the –ain unstressed final syllable, the *ai* vowel blend makes a schwa sound like bargain.****ODDBALL**: Engage because the second syllable is stressed so it is a long a. Same with obtain. Practice is spelled ice instead of ace but makes the same sound.  | Mindful of WordsPages 100-101 & 111 |
| 31 | O | **In verbs with the unstressed final syllable, the final syllable is spelled with an (en) like awaken.** **In nouns with an unstressed final syllable, the final syllable is spelled with an (an, en, in, on) like slogan, dozen, cabin, lemon.** There are many ways to spell unstressed final syllable /ən/; meaning can be of help, for example, verbs tend to be spelled –*en*, as in *sharpen* and *darken*.**ODDBALL**: Urban is an adjective in the verb/noun pattern but has an unstressed final syllable spelled with an.  | Mindful of WordsPages 102-103 & 112 |
| 32 | O | **Final /ər/ can be spelled several ways; the most common is –*er*, as in *swimmer* and *cover*.**In people nouns with an unstressed final syllable, the final syllable is spelled with an *er* or *or* like *brother* or *doctor*. In other nouns with an unstressed final syllable, the final syllable is spelled with an *er* or *ar* like *finger*, *favor* or *sugar*.  | Mindful of WordsPages 104 & 113 |
| 33 | O | In people nouns with an unstressed final syllable, the final syllable is spelled with an *er* or *or* like *brother* or *doctor*. **In adjectives with an unstressed final syllable that compare, the adjective is spelled with *er* like *younger*.****In other adjectives with an unstressed final syllable, the final syllable is spelled with an *ar* like *stellar*.** **ODDBALL**: *Beggar* and *Burglar* are oddballs because they are people nouns that are spelled with ar.  | Mindful of WordsPages 105 & 114 |
| 34 | O | **In words that sound like /zher/, the final syllable is spelled -*sure* as in treasure.** **In words that sound like /cher/ and include a base word that ends in /ch/, the final syllable is spelled** **-*cher* as in pitcher.; if not, the ending is -*ture* as in *nature* or *creature*.****ODDBALL:** Danger and injure are oddballs because the unstressed final syllables make the /cher/ sound but are spelled with a -ger and -jure.  | Mindful of WordsPages 106-107 & 115 |
| 35 | O | **The /əl/ in unstressed syllables can be spelled in several ways (-*al*, -*il*, -*el*, -*le*), but -*le* is the most common spelling.** **In words that end with –*le* and the final consonant is part of the preceding syllable, -*le* is its own syllable, such as *coup*-*le*;** **In words that are spelled –*el*, the word is broken into syllables with the last consonant attached to the –*e***l **sound, such as “*can-cel*”.** **In words with the ending –*al*, you can hear the /a/ sound.**  | Mindful of WordsPages 107 & 116 |
| 36 | O | **In words with the unstressed initial syllable, the vowel makes the schwa sound like alarm, select and consume.** Notice how the schwa is spelled in an unstressed syllable so you can remember it and ask, “does it look right, sound right, and make sense.  | Mindful of WordsPages 109-110 & 117 |

DSA Stage: ***Syllable Juncture*** Consonant Extensions

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| Sort # | Feature | Discovery | Resources |
| 37 | O | Some consonants stand for two or more sounds.**The consonants *c* and *g* usually make a hard sound (/k/ and /g/) when followed by *a, o*, or *u*, as in *camera*, *cookie*, *custom*, *gadget*, *gossip*, or *guilty*.****The consonants *c* and *g* usually make a soft sound (/s/ and /j/) when followed by *e*, *i*, or *y*, as in *center*, *circle, cycle, gentle, gigantic, or gymnast***  | Mindful of Words Pages 118-119 & 125 |
| 38 | O | **In words with 2 or more syllables, the final /k/ sound can be spelled with *–ck, -ke, -k*, or *–c*; however, in polysyllabic words, the most common form is *–c* which occurs in many adjectives.** | Mindful of Words Pages 119-120 & 126 |
| 39 | O | Some consonant letters represent more than one sound.***Ch* has many different sounds including: /ch/, /k/, and /sh/. /Ch/ is the most common sound for *ch*.** ***Ph* is a common spelling for /f/ like in *phone***, but occurs in low-frequency words. | Mindful of Words Pages 121-122 & 127 |
| 40 | O | Some consonant/vowel letters represent more than one sound.**In words like *question*, the *qu* sounds like /qw/.** **In words with a final –*que* like *unique*, the *que* makes the /k/ sound.** **In words like *penguin*, the *gu* makes the /gw/ sound sound.** **In words with a final –*gue* like *league*, the *gue* makes the /g/ sound.** | Mindful of Words Pages 122-123 & 128 |
| 41 | O | **The /sh/ sound in an unstressed final syllable can be spelled with *ci* (like *special*), *si* (like *mansion*), or *ti* (like *motion*).** **In unstressed final syllables, the *i* sounds like an initial *y*, /y/, as in *onion* and *senior*.** | Mindful of Words Pages 123-124 & 129 |

DSA Stage: ***Syllable Juncture*** Prefixes and Suffixes

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| Sort # | Feature | Discovery | Resources |
| 42 | O  | A prefix is a word part that is added to the beginning of a word to change its meaning. **Prefix *un-* means “not” and *re-* means “back” or “again.”** Sometimes a doesn’t-look-right spelling can happen when you add a prefix to a base word like *reelect*and *misspell****,*** but writers need to remember that it is meaning that really matters.Oddballs look as though they have a prefix, but the meaning connection is lacking. | Mindful of WordsPages 131, 138; Word Journeys p.160 (extra words) |
| 43 | O | A prefix is a word part that is added to the beginning of a word to change its meaning. **Prefix *dis-* means “opposite of” and *fore-* means “before” or “in front of,” and *mis-*means “to do something wrong.”** Sometimes a doesn’t-look-right spelling can happen when you add a prefix to a base word like ***dissimilar***. Oddballs look as though they have a prefix, but the meaning connection is lacking. | Mindful of WordsPages 132, 139 |
| 44 | O | A prefix is a word part that is added to the beginning of a word to change its meaning. **Prefix *in-*means “in-into” and also “not” and *non-* means “not” and *pre-*means “before.” Some prefixes have multiple meanings so you have to look at the meaning of the word to use the correct prefix.** Oddballs look as though they have a prefix, but the meaning connection is lacking. | Mindful of WordsPages 133, 140; Word Journeys p. 253 (extra words) |
| 45 | O | A suffix is a word added to the end of a base word to change the word meaning. ***–ful* means “full of”, *-less* means “without”, and *–ness* means “a state of being”, and *–ly* means “in a certain way”. *–ful, -less*, and *–ly* when added to words change the word to a describing word (adj.-adv.).** **The suffix *–ness* changes the word to a noun.** Unlike previous suffix study (e drop, etc.), suffixes that begin with a consonant do not require a change. | Mindful of WordsPages 135, 141; Word Journeys pp. 254-255 (extra words) |
| 46 | O | **Adjectives ending in “y” can be formed from many nouns by following the e-drop, doubling, and “no change” rules for –ed and –ing.** **Just add “y” if if the word includes a team of volwels or ends in more than one consonant** | Mindful of WordsPages 136,142 |
| 47 | 0  | Pulling all understanding about prefixes and suffixes together. | Mindful of WordsPages 137, 143 |

DSA Stage: ***Syllable Juncture*** Homophones & Homographs

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| Sort # | Feature | Discovery | Resources |
| 48 | Homophones | Sort 1: **Some words sound the same but look different and have different meanings.** Sort 2: Sort according to 1st syllable stress, 2nd syllable stress, or no stress.  | Mindful of Words: Page 144 & 148-150 |
| 49 | Homophones | Sort 1: **Some words sound the same but look different and have different meanings.** Sort 2: Sort according to 1st syllable stress, 2nd syllable stress, or no stress. | Mindful of Words:Page 145-147 & 151-153 |
| 50 | Homophones | Sort 1: **Some words sound the same but look different and have different meanings.**Sort 2: Sort according to two-syllable pairs, three-syllable pairs, or two-syllable trios. | Mindful of Words:Page 145-147 & 154-156 |
| 51 | Homographs | Sort 1: **Some words look the same, have a different meaning, and may sound different.** Syllable stress relates to parts of speech.Sort 2: **Sort based on 1st stress/nouns and 2nd stress/verbs.** | Mindful of Words: Page 157 |
| 52 | Homographs | Sort 1: **Some words look the same, have a different meaning, and may sound different.** Syllable stress relates to parts of speech.Sort 2: **Sort based on 1st stress/nouns and 2nd stress/verbs.** | Mindful of WordsPage 158-160 |

DSA Stage: ***Syllable Juncture*** Compounds & Hyphenated Words

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| Sort # | Feature | Discovery | Resources |
| 53(page 179) | Compounds with Substance Words | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted the theme of substance words (air, fire, land and water.)** | Mindful of WordsPages 165-166 & 179 |
| 54(page 180) | Compound Words with Space | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted the theme of space words (sun, moon, star, and sky.)** | Mindful of WordsPages 166-167 & 180 |
| 55 (page 181) | Compound Words with Opposites | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted the theme of opposite words (work, play, day, night.)** | Mindful of WordsPage 168 & 181 |
| 56 (page 182) | Compounds with Around the Home words | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted the theme of home words (home, bed, bath, table, door.)** | Mindful of WordsPage 169 & 182 |
| 57 (page 183) | Compound Position Words  | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted the theme of position words (down, up, over, out, under.)** | Mindful of WordsPage 169-170 & 183 |
| 58 (page 184) | Compound words with weather | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted the by theme of weather words (rain, wind, snow, thunder.)** | Mindful of WordsPage 170-171 & 184 |
| 59 (page 185) | Compound food words | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted by the theme of food words. (corn, bean, pea, butter, egg)** | Mindful of WordsPage 172 & 185 |
| 60 (page 186) | Compound color words | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted by the theme of color words. (black, red, white, blue, green )** | Mindful of WordsPage 173 & 186 |
| 61 (page 187) | Hyphenated Compound words | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted by the theme of hyphenated compound words. (body, numbers, sports, heat, cold)****Numbers are always hyphenated.****When certain compound words are used as an adjective it is hyphenated, however when it is used as a noun it is not hyphenated.**  | Mindful of WordsPage 174 & 187 |
| 62(page 188) | Hyphenated Compound with repeated elements | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted by the theme of hyphenated compound words.** This sort includes many re-duplications, words formed with doubled parts, that differ in only a single part of the word. Examples are – flip-flop and wishy-washy. | Mindful of WordsPage 176 & 188 |
| 63(page 189) | States Stress Break | **The two word parts in a compound word help you find the meaning of the whole.****These words are sorted by where the stressed syllable occurs in the name of each of the 50 states.****For states that contain two words, determine the stress for the poly-syllabic word.**  | Mindful of WordsPage 177 & 189 |